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ABSTRACT

This manual contains information and materials for the Virginia Summer Reading Program. The "SI for Kids" ("Sports Illustrated for Kids") theme builds on the interest of youngsters in the Olympic games and affords wide interpretation at the local level. Some libraries may focus on sporting events and record setting achievements, others on international culture, and others on the tales and legends of the countries participating in the Olympics. Most libraries find that the program appeals to children aged 3 to 12 years, but participation by teens is increasing statewide. A program guide developed by the American Library Association is included, along with bookmarks, stickers, reading logs, and information needed to implement the summer program. A 90-item bibliography for children is included. (SLD)

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ED 363 355

SI for KIDS
LIBRARY READING TEAM

IDEAS AND ACTIVITIES

a manual prepared by
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1992 SUMMER READING PROGRAM

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CONTENTS

GOALS 3

REGISTRATION 3

READING LOGS 4

SPECIAL NEEDS 4

CERTIFICATES 4

PROMOTION 5

INCENTIVES 5

EVENTS INVOLVING FOOD 6

VOLUNTEERS 6

PROGRAM PLANNING 7

SUGGESTED THEMES 11

SONG and CHEER 12

PUBLICITY 13

DISPLAYS 20

CONTESTS and GAMES 21

FILM and VIDEO 21

THE GREAT RACE a play for people or puppets . . 23

RESOURCES 29

BIBLIOGRAPHY 31

SOLUTIONS 35

EVALUATION 43

Welcome to the 1992 statewide Summer Reading Program. Your participation and efforts to promote reading during the summer make a difference in the lives of thousands of youngsters throughout the Commonwealth.

The attractive, colorful resources from the American Library Association along with a manual from the Virginia State Library and Archives offer local libraries the basic materials for a fun-filled summer. When combined with the imagination and enthusiasm of children's and young adult librarians it's truly a winning combination.

This summer the sports theme builds on the interest of youngsters in the Olympic games and affords wide interpretation at the local level. Some libraries may focus on sporting events and record setting achievements, others on explorations of the international and cultural aspects of the Summer Games, while still others concentrate on the tales and legends of countries which compete in the Olympics. No matter what emphasis the library takes, everyone who participates is a gold medal winner.

GOALS

- Improved access to public library services, resources, and programs for children and young adults.
- Increased opportunities for children to develop and maintain reading skills.
- Increased family awareness of the importance of reading to children and increased family participation in library activities and programs.

These goals provide direction for the Summer Reading Program. Libraries are encouraged to develop local goals and objectives in keeping with the library's established role in the community. Local goals and objectives form a strong framework for the program and enable librarians to evaluate and measure the success and growth of the program.

REGISTRATION

The rules and regulations for the Summer Reading Program are determined by each library or library system. No registration or participation fee may be charged. Libraries are encouraged to design local programs to permit participation throughout the summer though program activities (storytimes, films, crafts, etc) may be offered for a limited number of weeks.

The use of a registration form will enable the library to gather information regarding the audience attracted by the Summer Reading Program. Analysis of local registration information can provide valuable information for future planning.

Statewide there is no set age limit for participation in the Summer Reading Program. Young children whose parents read to them are as eligible as are older teens. Although most libraries find that the program appeals to youngsters between the ages of 3 and

12, during the past few years increased participation by teens has been reported.

Build success into the program for each participant. Competition or "who can read the most books" is not the goal of the program. Encourage each participant to set a personal reading goal. It is just as much of an accomplishment for a "delayed reader" to have success in the completion of a few books as it is for an "accomplished reader" to complete a wide assortment.

Encourage participants to read on their interest and ability levels. Children are individuals and, an individual's reading level is not determined by age or size.

READING LOGS

The reading log for this summer's program is designed as a "training manual" and filled with an assortment of activities and information. Some libraries may wish to develop a companion log for ease in keeping a record of the books which are read.

CHILDREN WITH SPECIAL NEEDS

Some special accommodation may be necessary in order to permit some youngsters to fully participate in the Summer Reading Program and its activities.

Deaf or hard-of- hearing children need to be seated near the program presenter. For these children it may be necessary to provide an interpreter. Be sure to check to see if there are charges for this service. Make an effort to learn a few basic signs.

Some program materials may need to be printed in a larger size of print for visually impaired participants. Sans serif 14 point bold or larger is recommended. Avoid using all capital letters in the body of the text and limit the use of italics. Use of screened color, shadows, and reversals is not recommended. Black ink on white paper is the most easily read. Use coated paper sparingly. If used, select an off-white rather than a color.

Make certain that meeting or programming areas are accessible for handicapped participants. Aisles should be wide enough to accommodate wheelchairs.

Contact Mary Ruth Halapatz at the Virginia Library for the Blind and Physically Handicapped, 1900 Roane Street, Richmond, VA 23222 (800/552-7015) for information about the services available to children who are certified learning disabled or physically or visually impaired.

CERTIFICATES

The date and method of awarding certificates is determined by the local library. Some libraries award the certificate at the time a child achieves his/her personal reading goal. Others award certificates as a part of a grand finale or other special event.

Certificates awarded for personal accomplishment hold great meaning for the individual.

Remember, for some children, the successful completion of a few books is as positive accomplishment as the completion of many books is for others.

PROMOTION

The Summer Reading Program provides an excellent opportunity for the library to showcase its resources, services, and programs for the community.

Contact print, radio, and television stations to determine local deadlines. Examples of press releases are included in the publicity section of this manual.

School and class visits, end of year letters from principals, teachers, librarians, church bulletins, bulletin boards at local grocery stores, swimming pools, laundromats, etc provide avenues for promotion of the program and its activities.

Library displays along with fliers, bookmarks, activity calendars, are also effective promotion channels.

Clip art designs are included in the program guide from ALA . Remember that the designs may be enlarged or reduced with opaque and overhead projectors or photo-copiers.

Plan special events to kick off and culminate the Summer Reading Program. It may be easier to arrange media coverage for a special event than for the typical or ongoing event.

Include the names of sponsors, donors, or special contributors on all publicity and promotional materials. A credit line **"sponsored in cooperation with the Virginia State Library and Archives, the Virginia Center for the Book, and your local public library"** should appear on promotional materials.

INCENTIVES

Incentives are useful promotion devices. They can serve as a means to maintain interest throughout the summer. The budget of your program will determine the extent to which incentives can be purchased.

Often local merchants, especially fast food establishments, will provide coupons. During discussions with prospective donors, request that they distribute a bookmark or flier about the library's program to their consumers. In this way, prospective participants may be reached and another promotion avenue is accessed.

Be sure to provide donors with information about the program, especially increases in registration, attendance at events, numbers of books read, etc throughout the summer as well as at the conclusion of the program. Request information from the donor regarding redemption rate of coupons. This information provides an indication of the economic impact of the program and the level of financial support from the community.

Quite a few libraries have had success with the use of "book bucks" awarded participants based on the number of books which are read or for volunteer service. These incentives are then used to bid on donated items at an auction or to purchase library incentives. Be sure to establish and post a chart or scale of the requirements.

EVENTS INVOLVING FOOD

The festive nature of kick off and finale events makes it appropriate to serve refreshments. Clear such arrangements through the library director or person in charge of the facility. Common sense care in the preparation and storage of foods should be taken. When possible, notify parents of the menu in advance so that disappointments and/or allergic reactions can be avoided.

Take into consideration the ease of preparation and storage requirements of the foods when planning. Estimate the number of children to be served and the amount of serving time which will be needed. Plan several serving areas, especially if large groups are to be served.

Enlist the assistance of teen and adult volunteers. Their help is invaluable when "spreadables" are involved.

Have an abundant supply of serving utensils as well as paper plates, cups, napkins, and eating utensils on hand. Both damp and dry paper towels or disposable moist wipes are advised.

Provide several large trash containers for cleanup. Recycle whenever possible.

VOLUNTEERS

Most libraries depend on volunteer staff to implement the Summer Reading Program. These individuals should follow the established policies, procedures, and practices of the library. Volunteers provide valuable assistance to the library. Include information about their service in reports to library directors and boards. Just for fun, calculate the number of volunteer hours X minimum wage (or a library salary rate for similar duties) to see the value.

Recruit teens, parents, teachers, members of community groups, etc. Request that each volunteer complete a volunteer application form. Provide time to interview prospective volunteers to assess their interests and skills and to answer their questions.

A volunteer coordinator may be necessary if a large number of volunteers will be involved.

Although some volunteers may be familiar with the library, provide time for an orientation. Explain the library's expecations, the duties assigned, and the work schedule.

For some this may be a first work experience. They may need guidance as to what is

appropriate in the workplace, how to relate to others in a professional manner, dress, or work patterns. Provide both formal and informal feedback on performance. Be fair, but firm, when dealing with tardiness, absenteeism, or other problems.

Maintain a record of each volunteer's service to use when asked for a reference or when considering the individual for library employment.

Plan a volunteer recognition event at the conclusion of the Summer Reading Program and award certificates of service or other incentives. Invite library board members and local officials as well as library staff.

PROGRAM PLANNING

Planning is the key to successful programs. Consult your library's policies and proceedures manual regarding applicable regulations. Keep library administration and staff informed.

Maintain a master calendar with your program dates, other library program dates, community events, applicable school schedules, and holidays.

Consider the impact your program/activities will have on other service areas of the library. Will additional staff be needed to chedk out books, assist with the program, or for set-up and clean-up? If staff from other areas or volunteers are to be used, be certain they are aware of their duties and responsibilities.

If your program will be held in a meeting room, schedule the room well in advance. Confirm before publicity is released and again the week before the program.

Maintain a ready reference file for special programs. Include the name of the program, the presenter, address, phone, contact person, fee, etc. Reconfirm date and time of the program the week before the event. Be sure the presenter also has the name of the library contact person should an emergency arise.

If registration or a ticket is required have a written distribution plan. Include such information in promotional releases about the event.

Post a notice of the time the doors will open and the time the program is to begin. Before an event, decide how late arrivals, and other distractions will be handled. Should a patron become upset, try to deal with the individual away from the public area. Be reasonable but firm in your practice.

Decide in advance how groups will be handled. Can they be accommodated within the program area or can a program day for groups be established? Request that groups call for information.

Frequently storytime programs are offered over a period of several weeks. In the summer the audience is likely to vary from week to week.

For young children (3-5 years) a program of approximately 30 minutes is an appropriate length. Add an additional 10 - 15 minutes if a craft is to be included. Incorporate a variety of stories, poems, songs, flannelboard or tell-and-draw stories, fingerplay rhymes,action songs, films or videos into each session. To maintain continunity, open each session with the same activity. Conclude the program in a similar manner. Initiate a related craft activity following the storytime portion of the program.

Relate library materials to the programs. Following the program, have copies of the books or related titles available for check-out. Distribute bibliographies of related materials and other hand-outs at the conclusion of the program.

Develop and maintain an emergency kit stocked with tape, scissors, markers, a spare projector bulb, extension cord, adaptor plug, etc. Prepare a contingency plan which could be implemented "on the spot" should the need arise.

Some other general considerations:

Is this a one time event or a series of several weeks?
Are activities continued from one week to the next?
Can additional sessions be offered if demand warrants?
What is the age/attention span of the targeted audience?
How long will the program be?
Will the program be presented by staff, volunteers, or a special performer?
Is any training needed?
Is other staff needed?
Have other departments/divisions been notified of program?
Where will the event be held?
What kind of seating is planned?
How many children can be accommodated in the area?
Are special arrangements needed for handicapped participants?
Will tickets be distributed or is registration required to attend?
Will furniture have to be moved? Who is responsible for this?
Are any special arrangements needed?
What equipment is needed?
What supplies are needed?
Will food or refreshments be served? Who will handle? Who will clean up?
Is publicity planned? What will it include? Who will handle?
What costs are associated with the event?

The following Program Planning Worksheets are included as guides to help you assess the needs of each event. Duplicate as needed.

PROGRAM PLANNING WORKSHEET

Age Group_____
Week # _____ Day _____ Date _____ Time _____

Programming Staff _____ Volunteers_____ Guest _____

Personnel assigned

_____

Personnel assigned

_____

Location_____ Booked _____
Special arrangements

_____
Accessible to handicapped _____ Interpreters/arrangements _____

Equipment needed _____ Booked _____ Technical assistance _____
Publicity released _____ (date)
Tickets _____ or Registration _____

PROGRAM THEME _____
Program length _____
Activities

- Opening
- Story
- Song
- Story/Film/Video
- Song or Poem
- Story/Flannelboard or Drawing Story
- Closing
- Craft
  - Supplies

Handout

- # copies _____

Notes:

EVALUATION

- Number attending _____
- Attention_____
- Participation_____
- Notes:

PROGRAMMING PLANNING WORKSHEET 2
SPECIAL EVENTS

Type of event_____
Presenter _____ Confirmed _____(d
Phone:_____

Age Group _____
Week # _____ Day _____ Date _____ Time____ ___ _

Programming Staff _____ Volunteers _____ Guest _____ __ __

Personnel assigned
_____
Personnel assigned
_____

Location_____ Booked _____
Special arrangements
_____
Accessible to handicapped _____ Interpreters/arrangements _____

Equipment needed _____ Booked _____ Technical assistance _____
Publicity released _____(date)
Tickets _____ or Registration _____

Program length _____
Activities
Opening

Closing

Supplies

Handout
copies _____

Notes _____ _____
_____ __ _____
_____ _____

EVALUATION
Number attending _____
Attention_____
Participation_____
Notes:

SUGGESTED PROGRAM THEMES

READY, SET, READ!

Plan a special "opening ceremonies" program.

SPORTS DEMONSTRATIONS

Invite local coaches, athletes, or instructors to the library to demonstrate their sport. Ask them to bring along some of the equipment that is needed and to include in their presentation information about the rules of the sport, safety aspects, etc.

WHAT TO WEAR

Plan a costume day and invite youngsters to come dressed in the attire of their favorite sport.

Invite youngsters to create their own "SPOR - T" by bringing a T- shirt to the library and tie dyeing it

WORM RACES

Worm races can be held indoors or out. If an outside location is selected, be sure it is in a shady area for the sake of the worms and the participants.

GRAND FINALE GAMES AND ACTIVITIES

Plan special "closing ceremonies" for the Summer Reading Program.

WE ARE READING SONG
(to the tune of Frere Jacques)

We are reading

We are reading

Books galore

Many more

How about a mystery?

What about a sports story?

Oh, what fun

Reading is.

* * * * * * * * * * * * * *

A SUMMER READING CHEER

Read for pleasure.

Read for fun.

Remember to READ

Everyone!

14

PUBLICITY

ALL NEWS RELEASES MUST INCLUDE:

Contact: (Your name, phone)

Date:

News releases should be neatly typed or copies on 8 1/2 x 11 inch paper. They should be hand delivered or mailed first class to your designated media targets. Keep in mind that television is a visual medium, so if you are having a special opening or finale event, an event featuring children dressed in costumes, or a special program, be sure to contact local TV stations.

Make sure that your release clearly indicates who is sending the release. Use your library's letterhead for your release. The name and daytime phone number of a contact person should appear at the top of your release.

Be sure to date your release even if you use the phrase "for immediate release" or "for use upon receipt."

Double-space your release and use wide top and bottom margins to allow for editing.

Keep your release short and to the point. Place the most important information at the top. Include the five **"W"**s - who, what, when, where, and why. If necessary tell how. Avoid the use of jargon or acronyms.

Time your release to arrive at the city editor's desk or assignment at least twenty-four hours before your event.

At the end of your release put **-30-** or **###**.

Promote the summer program through all available channels, especially through the schools: class visits, newsletters, PTA, staff meetings, packets to librarians/media specialists/teachers, etc.

You may be able to enlist the assistance of a high school journalism or media production class for an extra credit project. This may be particularly popular near the end of the school year when it can influence a final grade.

Invite teens to help create a special summer "rap" or "reading team cheer" for airing over local radio stations.

To help maintain interest throughout the summer have a riddle or trivia question of the week contest. Relate riddles or trivia to a sports or Olympic theme. Post the name of each week's winner in a prominent place in the library. If funds permit, award small prizes or enter names into a special grand prize drawing.

Radio Public Service Announcements

When you prepare a public service announcement (PSA), remember your audience. Listeners can only comprehend a limited amount within a ten, twenty, or thirty second message on the air.

The basic guidelines for how many words per second in a radio public service announcement are:

- ten seconds = 25 words
- fifteen seconds = 37 words
- twenty seconds = 50 words
- thirty seconds = 75 words
- one minute = 150 words

Normally PSA's are typed completely in upper case and double-or-triple-spaced.

Send the PSA on letterhead stationery and clearly identify your library. Include your name, address, and phone number. Be sure to indicate the time period for your PSA to be aired, the number of words in the PSA, and the announcement time or number of seconds it will take to deliver.

Before sending the PSA, read it aloud, time it, and tape it. Play it back and listen carefully to its message. Be certain the PSA delivers the message you desire.

Anytown Public Library
Anywhere Street
Reading, Virginia 00000

Subject: 1992 Summer Reading Program
Public Service Announcement
To be used **May 1** through **June 10.**

Organization: Anytown Public Library
Anywhere Street
Reading, Virginia 00000

Contact: Reid A. Book
Librarian
000/000-0000

Number of Words: 32

Announcement Time: 15 seconds

HEY KIDS, YOU CAN BE A GOLD MEDAL WINNER. VISIT THE ANYTOWN PUBLIC LIBRARY TO DISCOVER WHAT IT TAKES. FOR INFORMATION CALL THE CHILDREN'S ROOM OF THE ANYTOWN PUBLIC LIBRARY AT 000/000-0000.

-30-

Anytown Public Library
Anywhere Street
Reading, Virginia 00000

Beat the summer Blahs! Join the Sports Illustrated for Kids Summer Reading Team.

Contact: Date of release:

Telephone Number:

Are your children bored with summer two weeks after school is out? Then put on your jogging shoes and head down to the _____ Public Library to register for the Sports Illustrated for Kids Summer Reading Team. Free programs and activities at the library begin _____ and end _____ for children and youth ages _____ to _____ .

Program activities include:

_____

_____

_____

Each team member will set a personal reading goal and then go for the gold! Join us for a summer of fun and exercize your mental muscle.

Contact _____ at 000-0000 for a complete schedule of events. The 1992 Summer Reading Program is sponsored by the Virginia State Library and Archives, the Virginia Center for the Book, and your local public library.

- 30 -

Anytown Public Library
Anywhere Street
Reading, Virginia 00000

On your mark, get set, READ!

Contact: Date of Release:

Telephone Number:

Get ready for a summer of reading fun at the _____ Public Library. Get set with books and other library materials. READ!

Youngsters ages _____ to _____ are invited to make tracks for reading. An action-packed, high-energy summer of reading activities awaits members of the 1992 Summer Reading Team. Register now and you'll be on your way to becomming a gold medal reader.

Contact _____ at 000-0000 for a complete schedule of events.

The 1992 Summer Reading Program is sponsored by the Virginia State Library and Archives, the Virginia Center for the Book, and your local public library.

# # #

Anytown Public Library
Anywhere Street
Reading, Virginia 00000

May 1992

Dear Colleagues,

Summer is often a time when a decline in the reading skills and abilities of youngsters is observed. However, it has been documented that children who read throughout the summer generally avoid such a change. By encouraging children to register for the 1992 Summer Reading Team you can help each one become a gold medal reader and a real winner in the truest sense of the word.

Registration for the Summer Reading Program begins _____. Throughout the summer a variety of activities and special events are scheduled at the _____ Public Library. Participants will receive a certificate and a gold medal upon completion of the program.

A calendar of events is enclosed for your reference. All programs are free and open to the public. Groups are requested to call and schedule a program appointment.

Children who are independent readers are encouraged to select books on their reading ability level. Parents are encouraged to read to their younger children.

It is important that children of all ages discover the pleasures which literature offers. Help make it happen. Please encourage your students to register and "read for the gold."

Thank you for your support and cooperation.

Sincerely,

Librarian

20

Dear Parent/Guardian

The Summer Reading Program is designed to help you promote the pleasures of reading and books. It offers an opportunity for your child to develop and maintain reading skills and to discover the resources of the library through special programs and activities.

Here's how you can help. . .

- Register your child for the Summer Reading Program at the _____ Library or at any branch.
- Help your child set a personal reading goal of books on his/her reading ability level to read during the summer.
- Help your child set a steady, consistent reading pace. Plan time to read and discuss books every day.
- Keep a list of the books which are read and report them regularly at the library.
- Attend the free activities at the library. Schedules are available at _____.
- Visit the library often.

For information about the Summer Reading Program or a calendar of events, call _____.

The 1992 Summer Reading Program is cooperatively sponsored by the Virginia State Library and Archives, the Virginia Center for the Book, and your local publicv library.

DISPLAYS

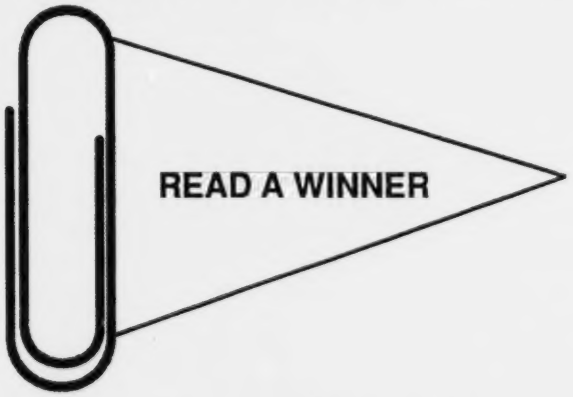
The theme offers a wide array of interpretations for displays.

Contact local schools, sporting goods stores to arrange to borrow sporting equipment which can be displayed in locked cases. It may also be possible to borrow such items from staff members of patrons.

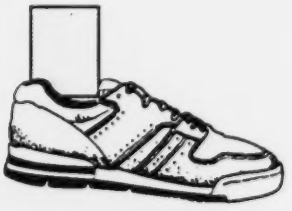
Display library materials using track shoes or soccer balls attached to bookstands.

Create wall displays such as a track or swimming pool and display the names of participants on small figures.

Use mini pennants or other shapes attached to paper clips to insert in the spine of books to highlight sports books or books about the Olympics.



Display bookjackets on colorful shapes of sporting equipment such as tennis rackets, balls, shoes, etc.



Create a special display area for trivia questions and/or guessing games. Allow space to post the names of weekly winners.

Cut laurel leaf shapes of construction paper and make wreaths to decorate displays.

Provide laurel leaf shapes on which participants may write the titles of the books they have read - one title to a leaf. Tape or staple the leaves into a long chain or giant wreath.

CONTESTS AND GAMES

Trivia contests based on sports and Olympic tidbits help maintain interest in the Summer Reading Program throughout the summer. You may want to have several age categories for this activity such as younger children, teens, and adults. Award small weekly prizes and, if possible, enter the names into a grand prize drawing.

Guessing game contests are also popular and they call on participants to exercize sharp powers of observation. Fill a plastic container with "gummy feet" or other items and permit participants one guess each library visit.

You may wish to have participants guess how many books will be checked out of the library during a period of time or the weight of a stack of books.

Bubble-blowing contests to see who can blow the largest bubble, the longest lasting bubble, or the bubble which floats highest can easily be conducted. Although a bit messier, bubble gum-blowing contests may also be conducted.

The sporting nature of the theme offers lots of opportunities for races, jump rope activities, relays and other games. Make certain that there are enough adults to supervise and keep a first-aid kit handy.

Adapt the popular "Pin the Tail on the Donkey" game to the theme with your library's version of "pin the athlete on the sporting equipment." Some possibilities include: pin the gymnast on the balance beam, pin the swimmer on the diving board, pin the polo player on the horse, etc.

The international aspects of the Olympic games also offers opportunities for exploring the games and pastimes of some of the participating countries.

FILM AND VIDEO

Book 16mm films and videos through the Statewide Film and Video Services of the Virginia State Library and Archives. Send requests on the Film and Video Request Form. Call Film and Video Services at 800/336-5266 for information.

The Ellison Letter Cutting Machine is available for booking through Film and Video Services.

Two Badge-a-Minit badge makers are also available for booking. Remember that the parts for the badges must be ordered separately from the Badge-a-Minit company. Allow plenty of time for delivery.

THE GREAT RACE
a play for people or puppets based on the Aesop Fable
"The Tortoise and the Hare"
adapted by
Barbara Fischer

CHARACTERS

Narrator a person or a frog or other animal puppet
Tortoise
Hare
Other characters - a variety of animals - as few or as many as available

SCENERY

A woodland glade
A grassy meadow with a tree
A vegetable garden

PROPS

Stump
Fabric or paper lettuce leaves, carrots, and other vegetables for Hare to eat.
A brightly colored shell for Tortoise to wear during the race.

Narrator: "Have you ever known anyone who was as slow as molasses? Well, Tortoise was just such a creature. She absolutely, positively could not move fast. That's why her behavior came as such a surprise."

"What? You don't know about it? Well, let me tell you what happened."

"It was a beautiful summer day and tortoise was on her way to the stream..."

Narrator exits while describing the scene.

Tortoise enters and begins a slow crawl across the stage. Hare runs in and almost stumbles over Tortoise.

Hare: "Ouch! Tortoise you have got to get out of the way. If you can't move along at the proper pace then you shouldn't even be on the road."

Tortoise: "Hare, you are the one who needs to watch where you are going. You don't own this road and you most certainly aren't the only one using it."

"What kind of a race are you running?

Hare: "I'm not running in any race right now. I am just in training."

Tortoise: "Hare, you are always in such a rush. I wouldn't be surprised if you were to run right past where you are going. You should take your time, enjoy the scenery, watch out for others."

Hare: "Ha! Being slow never won any race. The race is to the swiftest. Speed is what it takes to be a winner. Lightening speed"

Tortoise: "Are you sure about that?"

Hare: "What do you mean? Of course I'm sure!"

Tortoise: "Well, in my family the motto is 'Slow but sure wins the race'."

Hare: "Tortoise, in your family no one was ever in a real race. You wouldn't know what to do if you even tried to race."

Tortoise: "Hare, I'll have you know I come from a long line of racing tortoises."

Hare: "Racing tortoises? ... What a joke!"

Tortoise: "You certainly are amused Hare. Well, to prove it I challenge YOU to a race!

Hare: "A race? Between us? You must be kidding! Now Tortoise, don't do anything hasty."

Tortoise: "Hare, I am not kidding. I challenge you to a race tomorrow morning from the old stump, down the road past the garden, across the meadow, through the woods, and back to the old stump."

Hare: *(laughing)* "Oh, all right Tortoise. A race tomorrow morning. You had better start now if you hope to be at the starting line on time."

Hare jogs off still laughing.

Tortoise slowly crosses stage mutter ing...

Tortoise: "Slow but sure . . . Slow but sure . . .

Narrator: "That's how it began. It didn't take long for the word to spread to every one."

The scene changes to a clearing in the woods with a stump.

Other characters enter.

Narrator: "By the next morning everyone was waiting at the old stump for the two competitors to arrive."

Animal 1: "I can't believe that Tortoise would do such a thing."

Animal 2: "Yes, it does seem very strange. But you know how determined Tortoise can be."

Animal 3: "And Hare can certainly be very obnoxious at times."

Animal 4: "It's a great day for a race. There's not a cloud in the sky."

Hare enters bowing and laughing.

Hare: "How nice to see everyone this morning. But I don't see my worthy opponent. Don't tell me Tortoise has been delayed. Must have forgotten to start out yesterday!"

Tortoise enters wearing a brightly painted shell.

Tortoise: "Here I am Hare. And I'm ready to race."

Hare: "So you are. Do you think all those colors will give you speed?"

Tortoise: "I told you that I come from a long line of racing tortoises. These are our racing colors. Now, who shall be the judge?"

Narrator: "Since I've had a lot of experience with jumping contests, I'll volunteer. Do you both know the course ... from the old stump, down the road past the garden, across the meadow, through the woods, and back to the old stump."

"On your mark. Get set. GO!"

Hare dashes off. Tortoise slowly crosses the stage coughing over the dust left behind Hare. The others cheer.

Narrator: "Hare was off in a flash. He seemed to fly across the ground leaving Tortoise far behind."

Tortoise: "Slow but sure . . . Slow but sure . . ."

Tortoise exits.
Narrator and others exit.
Scene changes to garden with lettuce, carrots, and other delectables.

Hare enters running but stops in his tracks, looks behind him, and then looks hungrily at the garden.

Hare: "Well, I certainly left Tortoise in the dust. Poor old thing is probably trying to figure out which way to go. Hmm... I dashed off so early this morning I didn't have much of a breakfast. I'll just have a little munch while I wait for Tortoise to catch up."

Hare pulls up some lettuce leaves, a carrot or two, etc and, while eating them exits as though he is going further into the garden after other tasty morsels.

Tortoise enters slowly.

Tortoise: "Slow but sure . . . I thought I saw Hare come this way. Oh, there he is in the middle of the garden eating."

"Hare you'd better hurry along."

Hare *(offstage)*: "Who's that? Oh, it's you Tortoise. There's plenty of time, I'll pass you by as soon as I've finished my snack."

Tortoise: "Well, I'll just keep on going. Slow but sure. . . Slow but sure . . ."

Tortoise exits and the scene changes to the meadow.

Tortoise enters.

Tortoise: "Slow but sure. . . Slow but sure. . .

Hare enters, runs past Tortoise and stops.

Hare: "Hi there, Tortoise. On your way somewhere? Oh yes, I forgot we are running a race. What a joke. See you at the finish line."

Hare exits.

Tortoise slowly crosses stage coughing.

Tortoise: "Slow but sure . . .

Scene changes to woods.

Hare enters.

Hare: "My it was hot crossing the meadow. I've left Tortoise so far behind there's plenty of time for me to stretch out and take a little nap."

Hare lays down on stage at far left and begins to snore.

Tortoise enters.

Tortoise: "Slow but sure . . . Slow but . . . What' this? It looks like a sleeping hare. He certainly is busy sawing logs. Should I wake him? I think not. I'll just keep up my pace. Slow but sure. . . Slow but sure. . .

Tortoise crawls over Hare and continues on toward the finish line.

Hare turns over sleepily and rolls off stage.

Scene changes to finish line beside the old stump to the left of center stage.

Other characters are on stage cheering for the winner.

Tortoise enters.

Tortoise: "Slow but sure. . . There's the finish line and I'm crossing it first."

Narrator and other characters cheer for Tortoise.

Narrator: "Congratulations Tortoise."

Tortoise: "Thank you all. It was a great race."
Others: "Where is Hare?"

Tortoise: "The last time I saw him he was fast asleep."

Hare enters breath s and triumphantly cross. he finish line.

Hare: "And the winner is . . ."

All: "The winner is Tortoise."

Hare: "Tortoise?"

Tortoise: "Yes indeed, Hare. The winner of the great race is Tortoise.

Hare: "But how . . . ?"

Tortoise: "It was easy. Remember, I come from a lc line of racing tortoises and our motto is . . ."

All: "Slow but sure wins the race!"

All: "Hooray for Tortoise. Hooray for Tortoise."

All exit.

RESOURCES

ALA Graphics
American Library Association
50 East Huron Street
Chicago, IL 60611 **Phone: 1-800/545-2433**

Additional promotional and incentive items for the 1992 Summer Reading Program including shoe lace tags, erasers, and an official "Reading Coach" cap.

Badge-A-Minit, Ltd.
348 North 30th Road
LaSalle, IL 61301 **Phone: 1-800/223-4103**

Badge making supplies and machines.

JanWay Company
11 Academy Road
Cogan Station, PA 17728 **Phone: 1-800/877-5242**

Promotional and incentive items including buttons, pencils, shoe laces, nylon bags, hats, visors, medals, etc. Custom imprinting available.

Sunkist Fun Fruits
Sunkist Growers, Inc.
Sherman Oaks, CA 91423

Available through grocery stores, Sunkist's Fun Fruits "Funny Feet" can be used as prizes or to fill a guessing game container.

UPSTART
Box 889
Hagerstown, MD 21741 **Phone: 1-800/448-4887**

A variety of promotional materials including buttons, medals, book bags bookmarks, program booklet, and T-shirts which correlate with the 1992 Summer Reading Program.

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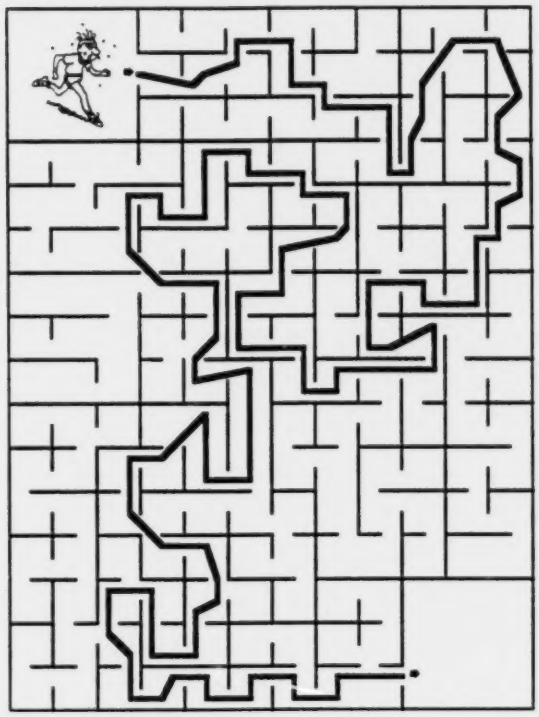
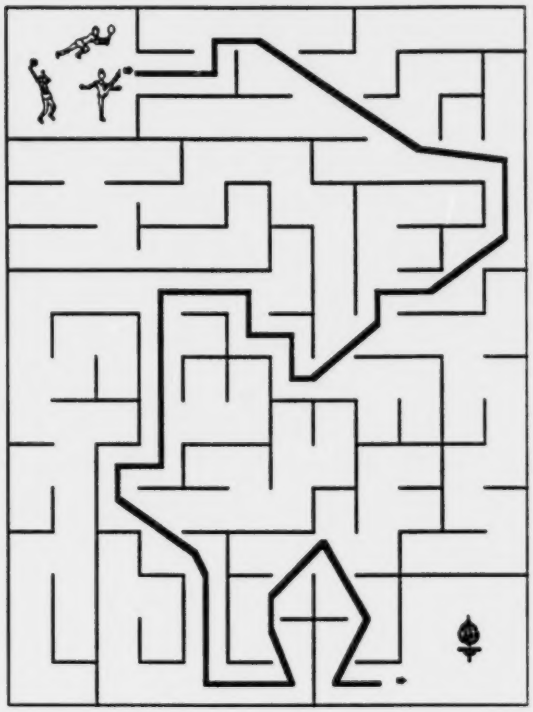
SOLUTIONS

Help the runner find the way to the finish line.



Help the athletes find the way to the Summer Games.



WORD SCRAMBLE

Unscramble the names of these olympic sports.

1. R O C S E C	S O C C E R
2. L E T K A B S L B A	B A S K E T B A L L
3. U O J D	J U D O
4. L N G C C I Y	C Y C L I N G
5. H A Y R E R C	A R C H E R Y
6. N I G M W S M I	S W I M M I N G
7. O N I B G X	B O X I N G
8. S M A T Y C S N I G	G Y M N A S T I C S
9. W I G O N R	R O W I N G
10. B T O M A N N D I	B A D M I N T O N

WHAT'S IN A WORD

How many words of three or more letters can you find in the word ATHLETICS?

ACE	HATE	LIST	SHALE	TALE
ATE	HIT	LIT	SIT	TASTE
CAST	LACE	SALE	SITE	TAT
CAT	LAST	SALT	SLAT	TEACH
CHAT	LATE	SAT	SLATE	TEST
HAIL	LATHE	SEA	SLICE	THAT
HALT	LET	SEAL	STALE	THE
HAT	LICE	SET	STEAL	TILE

WHAT'S IN A NAME? (SOLUTION)

Fill in the names of the authors. Then, use the numbered circled letters to fill in the blanks of the message below.

Author of Charlotte's Web. (E) B. WH(I)T(E) (5, 1, 15)

Author of Gentle Ben. (W)ALT (M)O(R)EY (11, 2, 4)

Author of The Gray King. SUSA(N) COOPE(R) (9, 16)

Author of Little Women. LOU(I)SA MAY (A)LCOTT (8, 3)

Author of Tom Sawyer. M(A)RK TWAI(N) (6, 14)

Author of Tex. S. E. H(I)NTO(N) (12, 13)

Author of King of the Wind. MAR(G)UERITE HENRY (10)

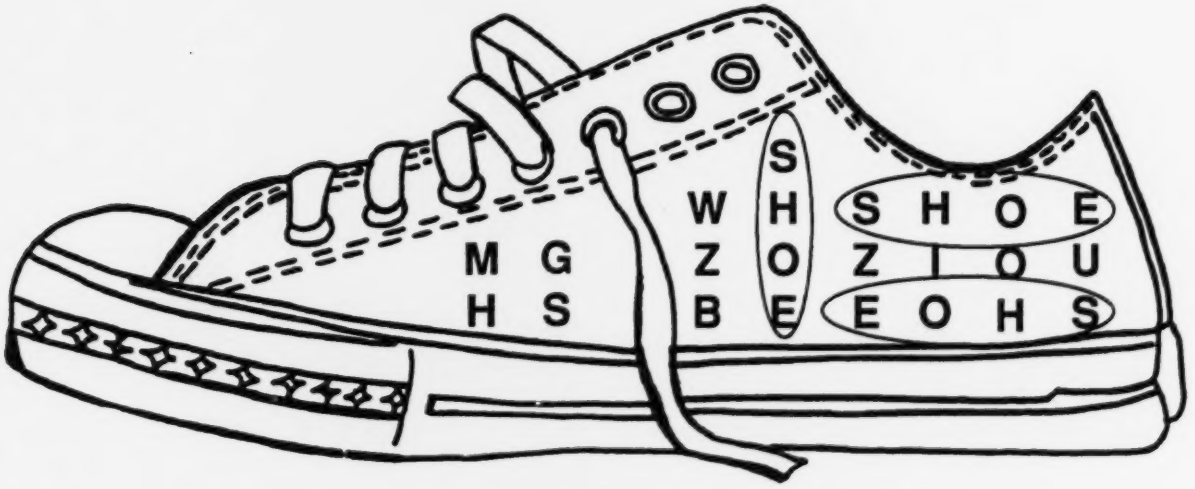
Author of A Christmas Carol. CHARLES (D)ICKENS (7)

I'M A READING WINNER
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

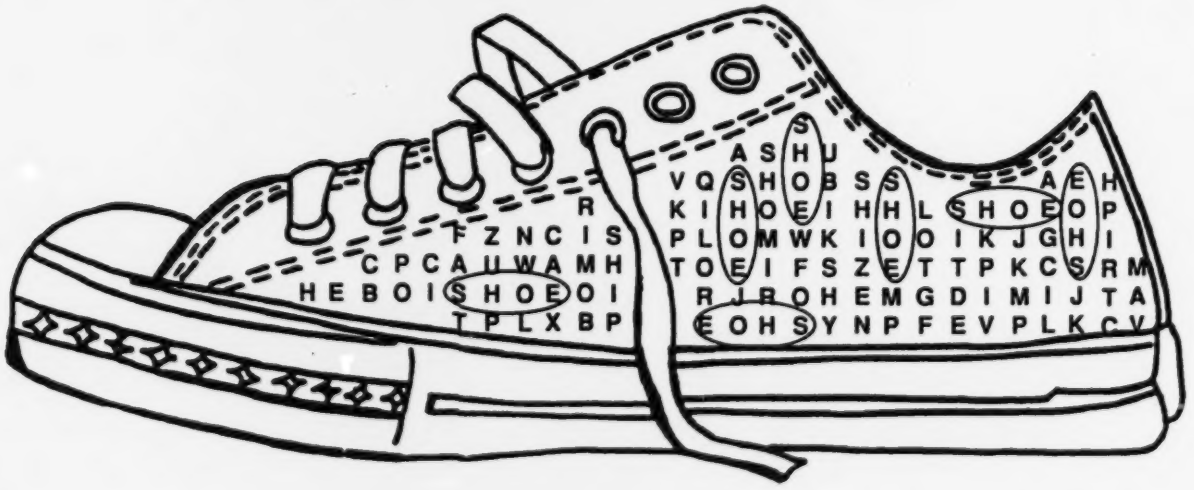
36

SOLUTION

Find the word "SHOE" hidden in this puzzle 3 times.



Find the word "SHOE" hidden in this puzzle 7 times.


S
A S H U
V Q S H O B S S A E H
K I H O E I H H L S H O E O P
P L O M W K I O O I K J G H I
T O E I F S Z E T T P K C S R M
R J R O H E M G D I M I J T A
E O H S Y N P F E V P L K C V
R
F Z N C I S
C P C A U W A M H
H E B O I S H O E O I
T P L X B P

37

WORD MAGIC

The answers to these magic squares are identical across and down.

1. To vocalize musically
2. A thought
3. Used to catch butterfiles
4. To breathe heavily

1. S	2. I	3. N	4. G
2. I	D	E	A
3. N	E	T	S
4. G	A	S	P

WORD MAGIC

The answers to these magic squares are identical across and down.

1. An elliptical shape
2. A plant with tendrils
3. Small insects
4. A smaller portion

1. O	2. V	3. A	4. L
2. V	I	N	E
3. A	N	T	S
4. L	E	S	S

WORD MAGIC

The answers to these magic squares are identical across and down.

1. A place of incarceration
2. Opposed to
3. A single thing
4. A small green citrus fruit

1. J	2. A	3. I	4. L
2. A	N	T	I
3. I	T	E	M
4. L	I	M	E

WORD MAGIC

The answers to these magic squares are identical across and down.

1. A country road
2. An enthusiastic, vigorous pursuit
3. The number following eight
4. A place of tranquility

1. L	2. A	3. N	4. E
2. A	V	I	D
3. N	I	N	E
4. E	D	E	N

WORD MAGIC

The answers to these magic squares are identical across and down.

1. To entice
2. Opposed to
3. A single thing
4. Measured by clocks

1. B	2. A	3. I	4. T
2. A	N	T	I
3. I	T	E	M
4. T	I	M	E

WORD MAGIC

The answers to these magic squares are identical across and down.

1. A small particle of matter
2. No longer wild
3. A sign or indication
4. To repair

1. A	2. T	3	4. M
2. T	A	M	E
3. O	M	E	N
4. M	E	N	D

39

WORD MAGIC

The answers to these magic squares are identical across and down.

1. One who pantomimes
2. A thought
3. Flesh of domesticated animal used for food
4. Devours

1. M	2. I	3. M	4. E
2. I	D	E	A
3. M	E	A	T
4. E	A	T	S

WORD MAGIC

The answers to these magic squares are identical across and down.

1. Knowlegdeable
2. An infinitesimal amount
3. Celestial body
4. Part of body used for hearing

1. W	2. I	3. S	4. E
2. I	O	T	A
3. S	T	A	R
4. E	A	R	S

WORD MAGIC

The answers to these magic squares are identical across and down.

1. A small rectangular piece of cardboard used for playing games
2. Adrift
3. To gain knowledge from books
4. Several fathers

1. C	2. A	3. R	4. D
2. A	S	E	A
3. R	E	A	D
4. D	A	D	S

WORD MAGIC

The answers to these magic squares are identical across and down.

1. Very large
2. Unattractive
3. Pleasure
4. Part of the body used for vision

1. H	2. U	3. G	4.
2. U	G	L	
3. G	L	E	E
4. E	Y	E	S

WORD MAGIC

The answers to these magic squares are identical across and down.

1. A story
2. Very dry
3. A straight elongated mark
4. A tranquil place

1. T	2. A	3. L	4. E
2. A	R	I	D
3. L	I	N	E
4. E	D	E	N

WORD MAGIC

The answers to these magic squares are identical across and down.

1. Uncommon
2. An enthusiastic vigorous pursuit
3. To travel in or on a conveyance
4. A tranquil place

1. R	2. A	3. R	4. E
2. A	V	I	
3. R	I	D	
4. E	D	E	N

1992 SUMMER READING PROGRAM EVALUATION FORM

This information will be used to evaluate and improve future Virginia Summer Reading Programs. Thank you for your assistance.

Please submit only one evaluation per library or library system and return by September 4, 1992 to Barbara H. Fischer, Children's/Young Adult Consultant, Virginia State Library and Archives, 11th Street at Capitol Square, Richmond, Virginia 23219-3491 or FAX 804/225-4608.

LIBRARY NAME _____ PHONE _____
PROGRAM ADMINISTRATOR _____
Our library used another program entitled _____

STATISTICS
Program began _____ Ended _____ # Weeks _____
children enrolled _____ # completing _____ % completing _____
YA (12 years +) enrolled _____ # YA completing % YA completing _____
enrolled in another program _____ # completing ____ % completing _____
Were pre-readers included? ____ yes _____ no Ages _____

Program budget $_____
Sources: Library budget ____ Friends _____ Foundations, etc _____
Did you use incentives? _____ Yes _____ No If yes, please describe.
_____

Number of teen volunteers _____ # hours _____
Number of adult volunteers _____ # hours _____
Volunteer duties/responsibilities _____

PUBLICITY Please indicate the types of publicity used to promote your program:

_____ Cable TV
_____ Club visits
_____ Displays in the library
_____ Displays in the community
_____ Electronic bulletin boards
_____ Fliers/brochures
_____ Other (please describe) _____
_____
_____ Press releases
____ Newspaper
____ Radio
____ TV
_____ School visits

ACTIVITIES: Please circle the types of activities conducted during the summer.

Arts and Crafts
Booktalks
Drama
Films/videos
Games
Music
Programs with speaker
Puppet Shows
Special Finale program
Storyhours
Other _____

MATERIALS: Please rank the usefulness of the materials by circling the appropriate number on the scale. (1 = Not Useful; 2= Somewhat useful; 3 = Useful; 4 = Very Useful)

ALA Program Guide	1	2	3	4
ALA Posters	1	2	3	4
ALA Mini posters	1	2	3	4
ALA Reading log booklet	1	2	3	4
ALA Stickers	1	2	3	4
ALA Certificates	1	2	3	4
VSLA Manual	1	2	3	4

Did you receive adequate amounts of requested items? _____ yes _____no

Were there any problems associated with the materials you received from ALA _____yes _____no or VSLA? _____ yes _____no If yes, please describe.

_____

_____

Did you develop additional materials? _____yes _____no. If yes, please enclose samples.

What other materials would you have liked to have had provided? _____

_____

_____

Suggestions and Comments:

As a future theme for the statewide Summer Reading Program I suggest

_____

_____

ACTIVITIES

BOOKMARKS

CERTIFICATES

CRAFTS

MAZES

MINI POSTERS

READING LOG

WORD GAMES

IT'S IN THE BAG

You are traveling to Barcelona, Spain to compete in the Olympics. Draw pictures of the things you would take.

Create a special luggage tag.

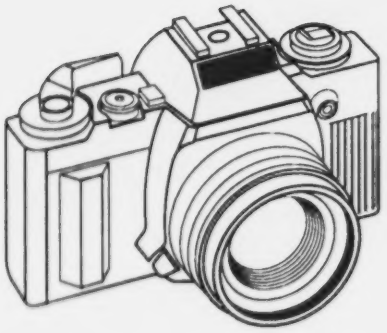
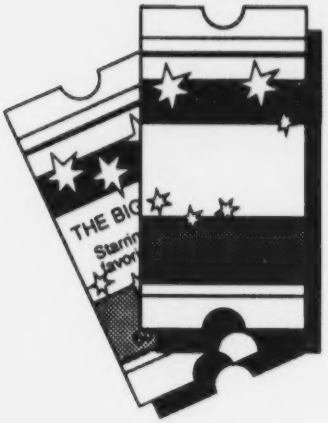


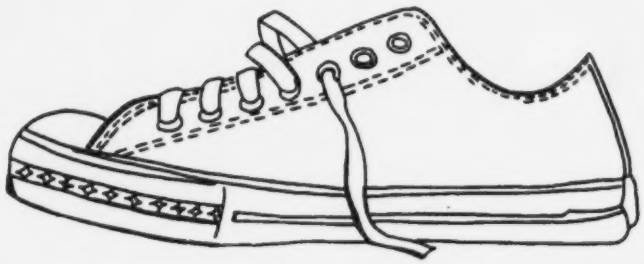
PHOTO OP

You are assigned to photograph a sporting event. Draw a picture of what you see through your camera's viewfinder.



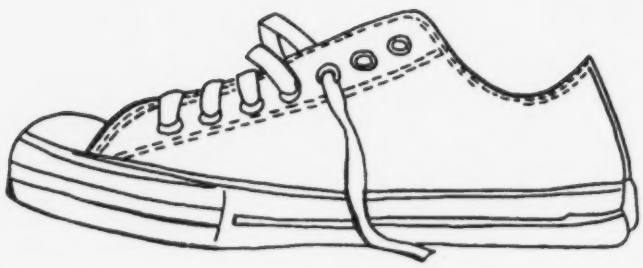
TICKETS

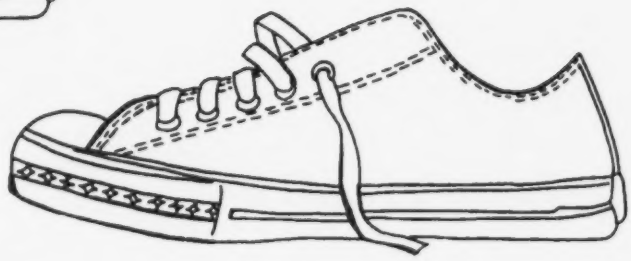
Design tickets for your favorite Olympic event

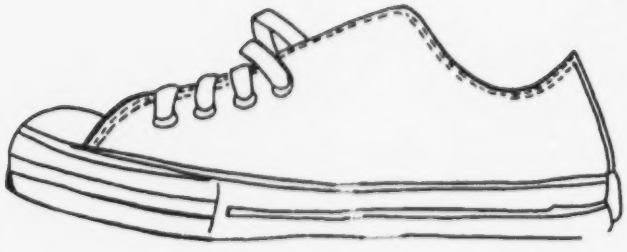


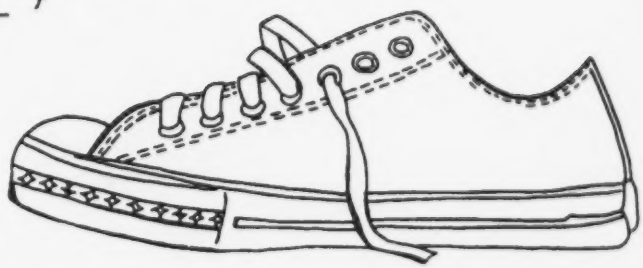
FIND THE MATE

Draw a circle around the shoe that matches this one.





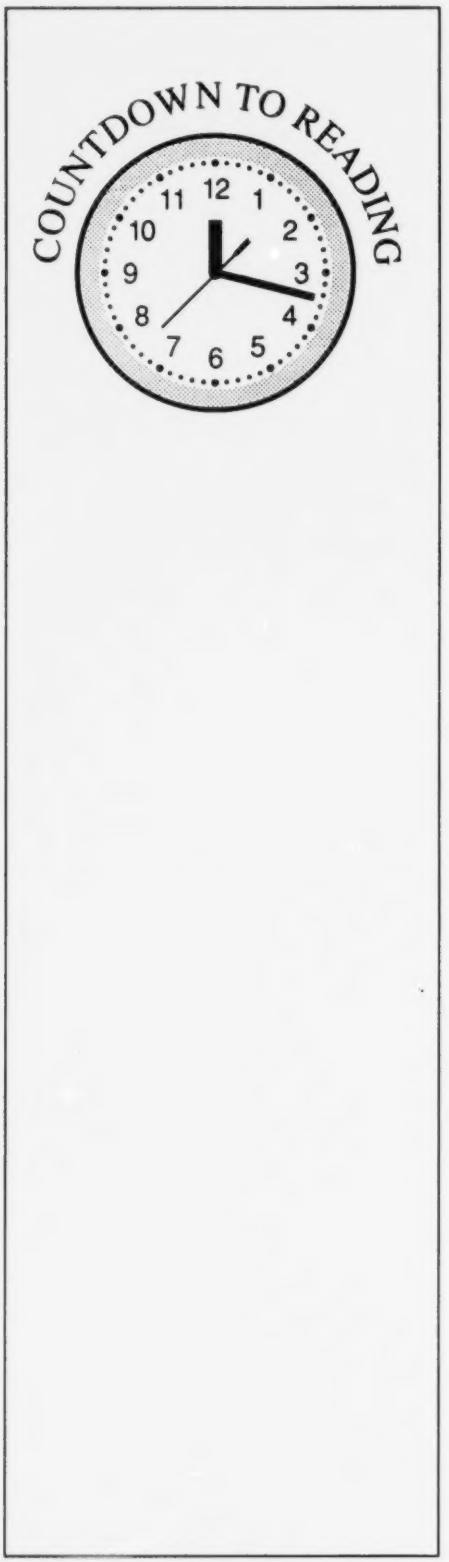




Racing to read!

Racing to read!

COUNTDOWN TO READING
12
1
2
3
4
5
6
7
8
9
10
11


COUNTDOWN TO READING
12
1
2
3
4
5
6
7
8
9
10
11

Visit the library
for more fun and
games.

Join the
Library Reading Team
for more fun
and games.

MAKE TRACKS FOR READING

CERTIFICATE

of

APPRECIATION

to

_____

for your support of the
1992 Summer Reading Program

_____
Librarian

_____
Date

CERTIFICATE

of

APPRECIATION

to

_____

for Volunteer Service during the
1992 Summer Reading Program

_____
Librarian

_____
Date

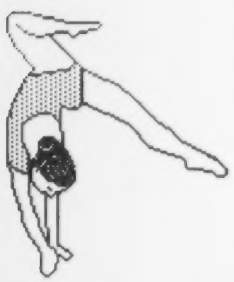
Duplicate design on light weight cardboard or tag board.

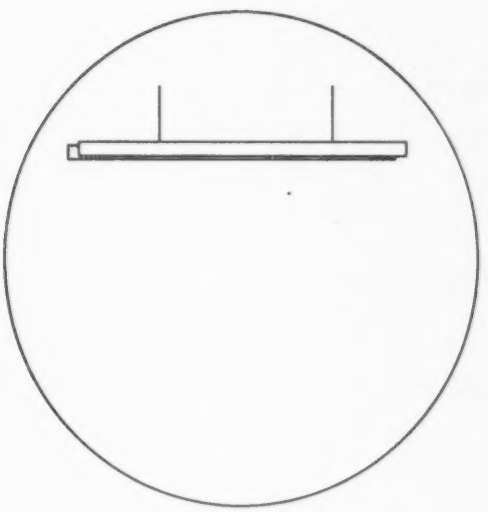
If desired, add an illustration or color to the fan.

Cut out and mount on a tongue depressor.

TWIRLY

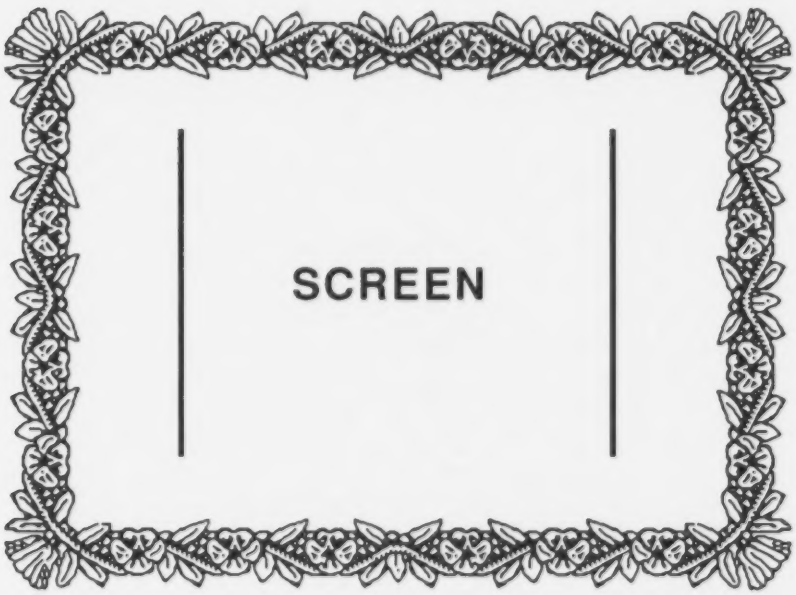
Cut out circle. Cut out picture of gymnast and paste on blank side of the circle. Attach string to each side of the circle and gently rotate. Gymnast will balance on the balance beam.

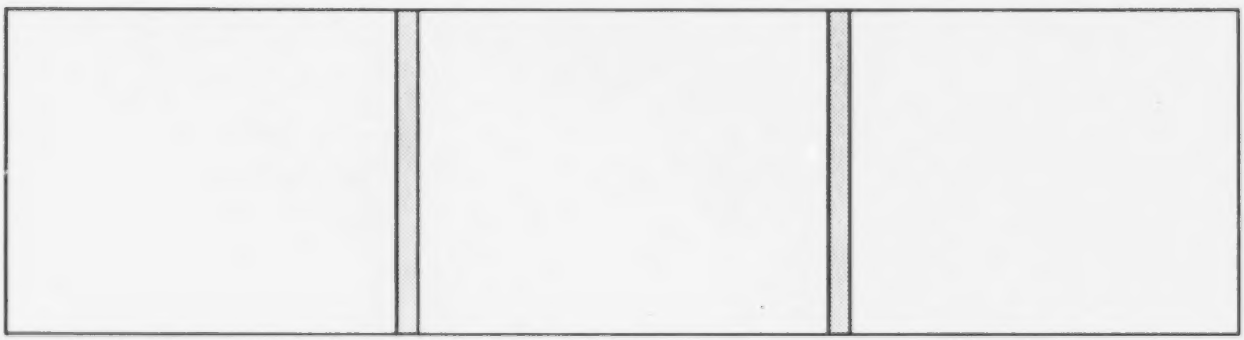




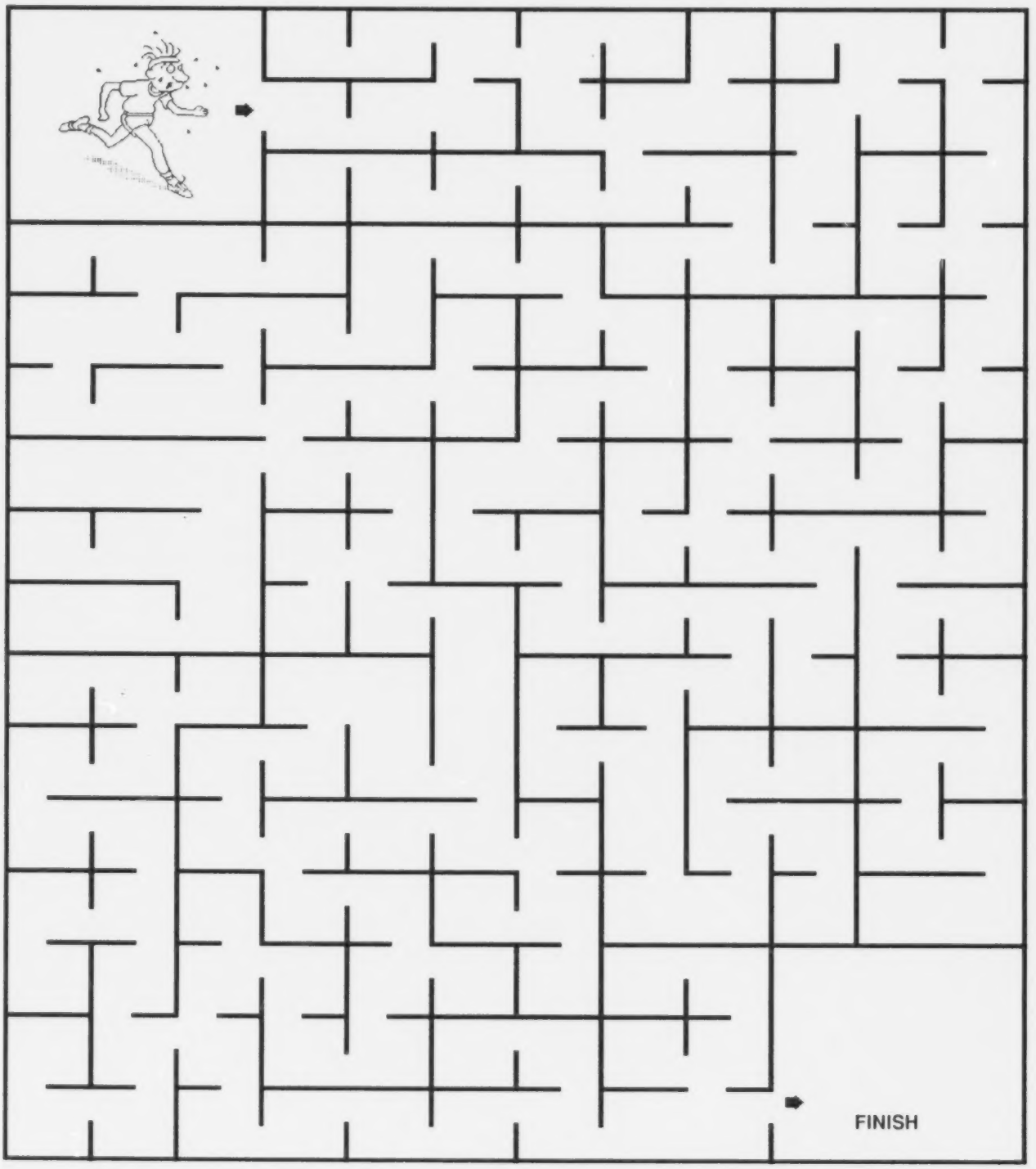
MAKE A MOVIE

Carefully slit along the lines at the right and left sides of the screen.
Draw pictures in the strip below the design.
Color your pictures and cut out the strip.
Gently slide the picture strip through the slits of the screen so that your pictures appear as you tell your story.
Add more picture strips to make a longer story.

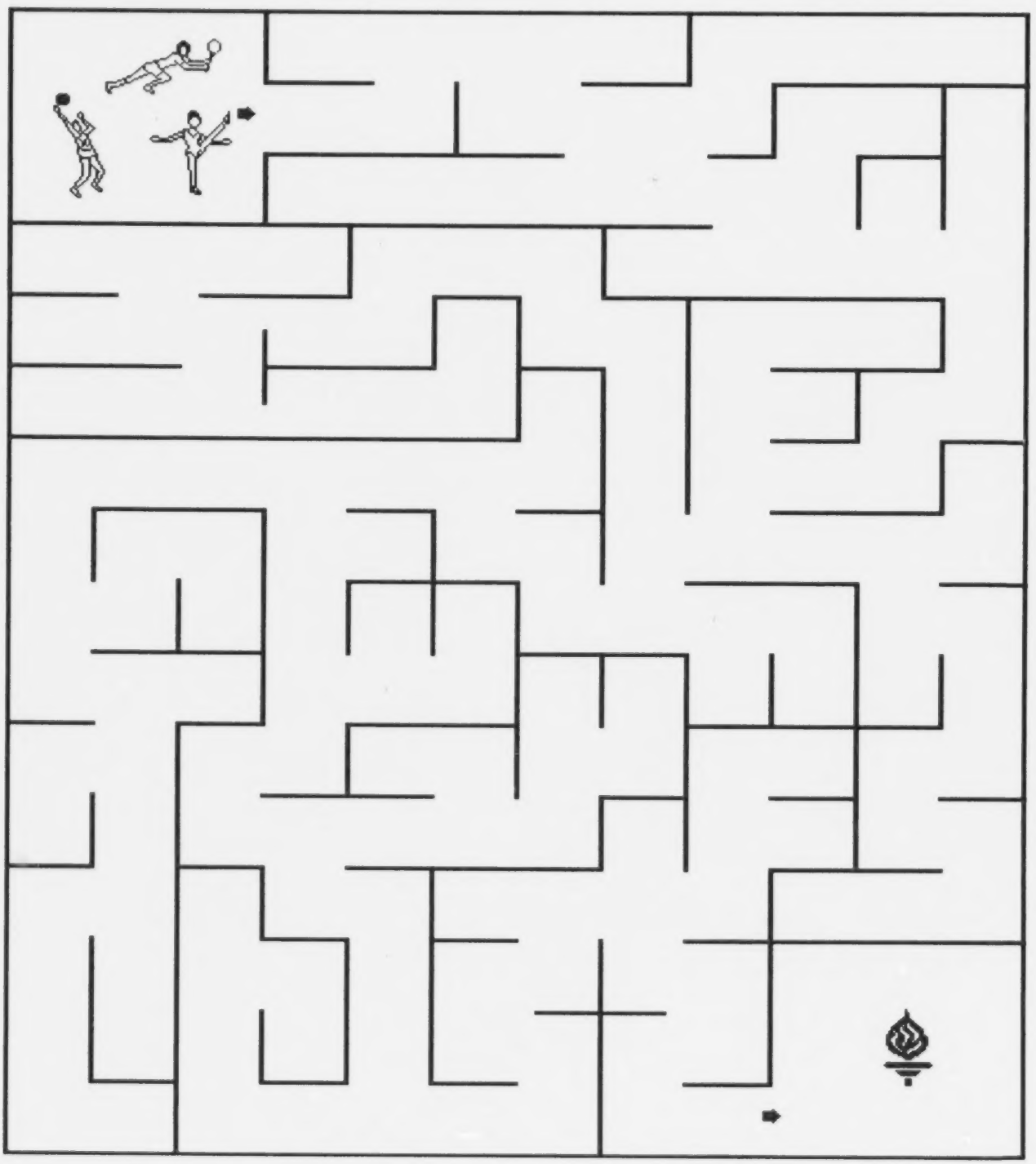




Help the runner find the way to the finish line.



Help the athletes find the way to the Summer Games.



GO FOR THE GOLD!

COUNTDOWN TO READING
12
1
2
3
4
5
6
7
8
9
10
11

Can you run a reading mile?

Color 1/10 mile for each book read.

MY READING MILEPOSTS

	Author	Title
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

GETTING TO KNOW YOU

FIND SOMEONE WHO

(write the person's name in the space provided)

Likes cats _____

Has blue eyes _____

Loves to read _____

Is wearing something green _____

Has an older brother _____

Likes broccoli _____

Can wiggle their ears _____

Plays Nintendo _____

Came to the library last week _____

Likes to read mysteries _____

Likes snakes _____

Has a pet _____

Is left handed _____

Has a younger sister _____

Likes to go camping _____

Likes to read the same kind of books _____

Has a birthday the same month as you _____

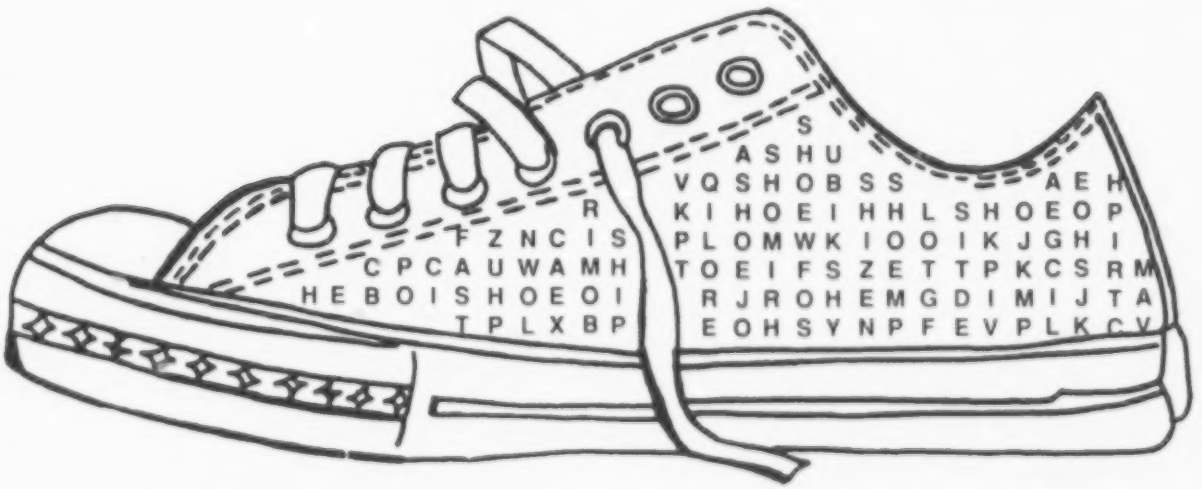
Collects something _____

Likes Cheerios _____

Likes animal stories _____

Find the word "SHOE" hidden in this puzzle 3 times.

Find the word "SHOE" hidden in this puzzle 7 times.

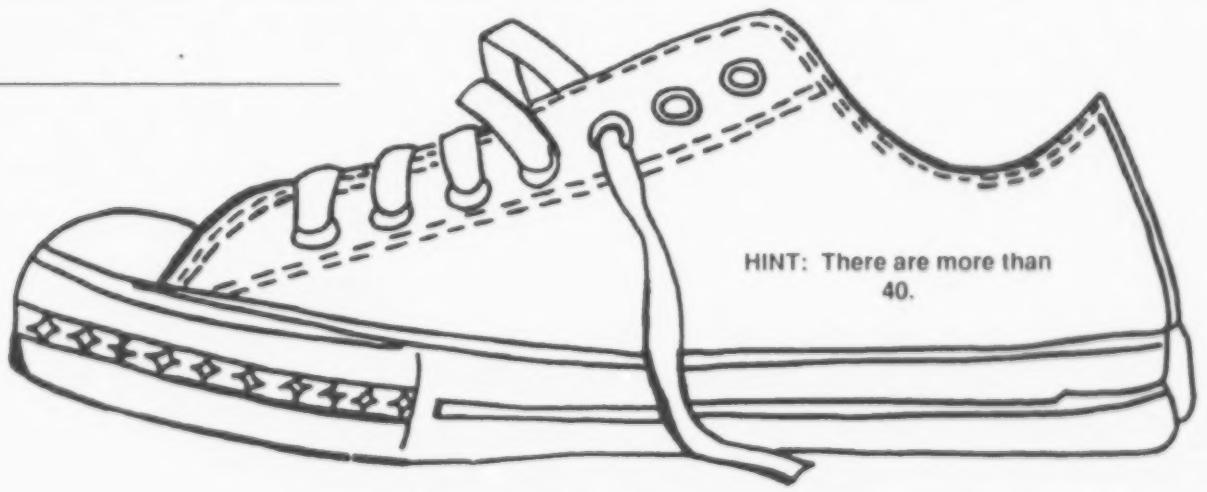

S
A S H U
V Q S H O B S S A E H
K I H O E I H H L S H O E O P
P L O M W K I O O I K J G H I
T O E I F S Z E T T P K C S R M
R J R O H E M G D I M I J T A
E O H S Y N P F E V P L K C V
R
F Z N C I S
C P C A U W A M H
H E B O I S H O E O I
T P L X B P

WHAT'S IN A WORD

How many words of three or more letters can you find in the word

ATHLETICS?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____		



HINT: There are more than 40.

SPORTS REBUS

1. + R = _ _ _ _ _ _

2. 10 + IS = _ _ _ _ _ _

3. + - R = _ _ _ _ _ _

4. + = _ _ _ _ _ _ _ _ _ _ _

5. + - R = _ _ _ _ _ _ _

WORD SCRAMBLE

Unscramble the names of these olympic sports.

1. R O C S E C _ _ _ _ _ _

2. L E T K A B S L B A _ _ _ _ _ _ _ _ _ _

3. U O J D _ _ _ _

4. L N G C C I Y _ _ _ _ _ _ _

5. H A Y R E R C _ _ _ _ _ _ _

6. N I G M W S M I _ _ _ _ _ _ _ _

7. O N I B G X _ _ _ _ _ _

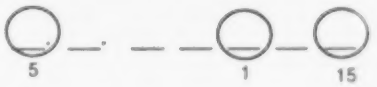
8. S M A T Y C S N I G _ _ _ _ _ _ _ _ _

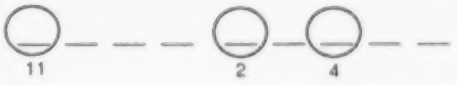
9. W I G O N R _ _ _ _ _ _

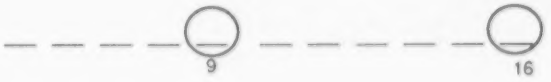
10. B T O M A N N D I _ _ _ _ _ _ _ _ _

WHAT'S IN A NAME?

Fill in the names of the authors. Then, use the numbered circled letters to fill in the blanks of the message below.

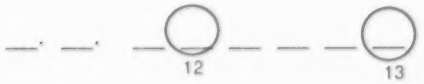
Author of Charlotte's Web. 

Author of Gentle Ben. 

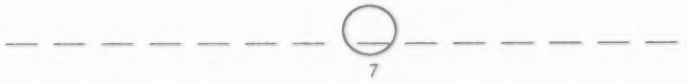
Author of The Gray King. 

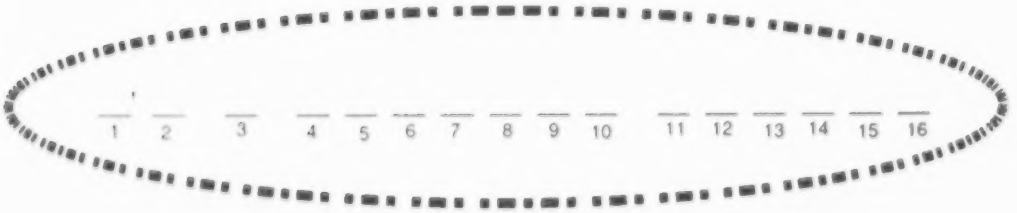
Author of Little Women.

Author of Tom Sawyer.

Author of Tex. 

Author of King of the Wind.

Author of A Christmas Carol. 



WORD MAGIC

The answers to these magic squares are identical across and down.

1. To vocalize musically
2. A thought
3. Used to catch butterfiles
4. To breathe heavily

1.	2.	3.	4.
2.			
3.			
4.			

WORD MAGIC

The answers to these magic squares are identical across and down.

1. An elliptical shape
2. A plant with tendrils
3. Small insects
4. A smaller portion

1.	2.	3.	4.
2.			
3.			
4.			

WORD MAGIC

The answers to these magic squares are identical across and down.

1. A place of incarceration
2. Opposed to
3. A single thing
4. A small green citrus fruit

1.	2.	3.	4.
2.			
3.			
4.			

WORD MAGIC

The answers to these magic squares are identical across and down.

1. A country road
2. An enthusiastic, vigorous pursuit
3. The number following eight
4. A place of tranquility

1.	2.	3.	4.
2.			
3.			
4.			

WORD MAGIC

The answers to these magic squares are identical across and down.

1. To entice
2. Opposed to
3. A single thing
4. Measured by clocks

1.	2.	3.	4.
2.			
3.			
4.			

WORD MAGIC

The answers to these magic squares are identical across and down.

1. A small particle of matter
2. No longer wild
3. A sign or indication
4. To repair

1.	2.	3.	4.
2.			
3.			
4.			

WORD MAGIC

The answers to these magic squares are identical across and down.

1. One who pantomimes
2. A thought
3. Flesh of domesticated animal used for food
4. Devours

1.	2.	3.	4.
2.			
3.			
4.			

WORD MAGIC

The answers to these magic squares are identical across and down.

1. Knowlegdeable
2. An infinitesi,al amount
3. Celestial body
4. Part of body used for hearing

1.	2.	3.	4.
2.			
3.			
4.			

WORD MAGIC

The answers to these magic squares are identical across and down.

1. A small rectangular piece of cardboard used for playing games
2. Adrift
3. To gain knowledge from books
4. Several fathers

1.	2.	3.	4.
2.			
3.			
4.			

WORD MAGIC

The answers to these magic squares are identical across and down.

1. Very large
2. Unattractive
3. Pleasure
4. Part of the body used for vision

1.	2.	3.	4.
2.			
3.			
4.			

WORD MAGIC

The answers to these magic squares are identical across and down.

1. A story
2. Very dry
3. A straight elongated mark
4. A tranquil place

1.	2.	3.	4.
2.			
3.			
4.			

WORD MAGIC

The answers to these magic squares are identical across and down.

1. Uncommon
2. An enthusiastic vigorous pursuit
3. To travel in or on a conveyance
4. A tranquil place

1.	2.	3.	4.
2.			
3.			
4.			